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SUMMARY

This paper discusses higher education in Pakistan and the Six-Year National Plan of Educational Development for Pakistan as it pertains to higher education.

The educational system in Pakistan, as it existed in 1947 when India was partitioned, was intended to serve a narrow, utilitarian purpose, and its growth has been largely a matter of artificial improvisation. The partitioning of India and the subsequent vacuum created in education within the new-born state -- Pakistan -- by the forced resignations of the relatively competent Sikh and Hindu teachers and professors, gave the educational system, particularly higher education, a severe set-back.

Confronted with a grave basic problem in the entire field of education, the Pakistan Government, after holding several conferences with educational authorities, layed down a six-year national plan of educational development for Pakistan, which, if executed substantially as it stands, will effect a basic reorganization in the country's educational system.

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## PART ONE

HIGHER EDUCATION IN PAKISTANI. Introduction

The educational system in Pakistan, as it existed in 1947, was described by Mr. Fazlur Rahman, Pakistani Minister of Education, in an address to the Pakistan Education Conference (November, 1947), as follows:

"Our existing educational system, as originally conceived by Macaulay, was intended to serve a narrow, utilitarian purpose, and its growth has been largely a matter of artificial improvisation. It has rightly been condemned for its lack of realism and its inability to adjust itself to the needs of a rapidly changing society, its over-literary bias and its utterly uninspiring, soulless character. It has no common faith or common body of principles to animate it, and had conspicuously failed to inculcate and maintain the stern moral and intellectual discipline which is the hallmark of true education. Thus its products, with their minds crammed with an unassimilated mass of unrelated ideas and facts passing for knowledge, have gone out into the world only to discover that they are unfitted for the business of living." 1/

As a direct result of the partitioning of the Indian sub-continent, the educational system, particularly higher education in Pakistan -- the new-born state -- suffered a great set-back. This set-back stemmed from (1) the vacuum created by the forced resignation of Sikh and Hindu teachers and professors, who were, for the most part, better qualified for educational instruction than their Muslim colleagues; (2) the frequent appointment of Muslim teachers and professors solely because of their religion without respect for ability; (3) the overcrowding of institutions, resulting in a lowered standard of instruction; 2/ and (4) lack of capable administrators. 3/

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Pakistanis know that their standards of education are low and that, educationally they lag behind India. Their Government is currently attempting to improve school standards, by extending grants (even to mission schools under certain conditions), by accepting Western missionary help and supervision, and by inviting Europeans to help develop and improve the educational system. 4/

According to the Constitution of Pakistan, education is a provincial responsibility. The role of the Education Division in the Central Government is (1) to coordinate educational policies throughout Pakistan, (2) to plan for educational development on a national basis, and (3) to offer advice on problems referred to it. 5/

The "Six-Year National Plan of Educational Development for Pakistan," which is discussed separately in this study, throws light on the schemes planned jointly by the Central Government and educational authorities, for standardization and improvement of the educational institutions of Pakistan. In order to understand the problems facing Pakistan's higher education, a summary review of the make-up of the average Pakistani student, and the existing higher education institutions in Pakistan is necessary.

## II. The Pakistani Student

### A. His Make-Up:

The current college students represent all classes of Pakistan's economic society. In emotional temperament, the average student is closer to the Italian than to any other race of people, and his failure to face the problems of youth squarely is a serious deficiency in his mental education. 6/

### B. His Political Orientation:

The vast majority of Pakistan's college students are rapidly nationalistic, with political views ranging from extreme left to ultra-conservative. They are pro-Western, though skeptical of many Western views and techniques. Yet, it is alleged, that if ten of them were to study under supervision in the United States, nine would return to their homes with a violently pro-American attitude.

The typical student is not apt to accept either Soviet or US statements at face value, but after study is more prone to believe and understand the American point of view. 7/

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Pakistan's students, however, resent United States aid and assistance to Israel, claiming that the Jews have seriously mistreated Arab refugees, and they also believe that the United States should render more financial aid to the Arab states. 8/

### III. Higher Education Institutions

#### A. Medium of Instruction:

The English language had hitherto dominated the educational system in Pakistan, 9/ and had been instituted as the medium of instruction at college and university levels. 10/

#### B. Stages of Education:

Before a student can graduate from a university he must pass through the following stages of education: primary - 4 years; secondary - 6 years; intermediate - 2 years; and undergraduate - 2 years. 11/

#### C. Higher Education (Colleges):

The total number of colleges in Pakistan is now 127. Of these 36 are intermediate, 82 degree, and 9 post-graduate colleges. Among them are included women's colleges which are as follows: intermediate 3, degree 15, and post-graduate 1.

There are no intermediate colleges in the Punjab.

Total enrollment in existing colleges (excluding Bahawalpur, which has not yet supplied the requisite information), is estimated at 39,393 (37,502 men and 1,891 women). This figure does not cover students who are studying in the various Departments of the Universities.

There is a general complaint that academic standards in colleges are rapidly deteriorating. The main causes responsible for this decline are: (1) inadequacy and poor quality of instruction, and (2) inadequacy of buildings, libraries and laboratory equipment. The teaching of science is generally deficient; and there are not many colleges which have built up corporate life for their students by provision of suitable hostels. This deficiency denies the students opportunities for developing "esprit de corps" and discipline, and for living in the kind of atmosphere conducive to academic pursuits.

The demand for women's education is growing, but the main difficulty encountered in meeting this demand is the dearth of suitably qualified women lecturers. 12/

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D. Higher Education (Domestic Science and Arts):

Pakistan is extremely deficient in institutions for training domestic science teachers and for advanced study in all important aspects of home living.

The existing system is under criticism for its excessive literary emphasis, and for its failure to meet the special requirements of women.

There is at present only one school in domestic science, at Lahore. It provides training in domestic science up to the diploma level, and has a total enrollment of 41 students, of whom 28 are girls who are taking domestic science as an optional subject. 13/

E. Higher Education (Universities)


Of the 21 universities which existed in India before the partition, only three (Punjab, Dacca, and Sind) remained in the territory comprising what is now Pakistan.

The most serious criticism levelled against the universities in the Indo-Pakistan sub-continent is that their standard of teaching is low, and that they have failed in discharging their fundamental function, viz., the promotion of research, both humanistic and scientific. A general description of the present universities follows:

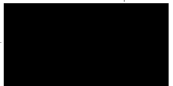
(1) The University of the Punjab:

The University of the Punjab was established in 1882. It is mainly an affiliating university though it provides post-graduate teaching and research in a few subjects. Its affiliated colleges are spread over a large area covering the Punjab, Bahawalpur, Baluchistan, and until recently the NWFP. These colleges are administered by the Government, or in a few cases, by private educational groups.

The seat of the University is at Lahore. Of all the towns in Pakistan, it has the largest number of colleges with post-graduate teaching chiefly on an inter-collegiate basis.

  
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(2) Dacca University:

Dacca University was established in 1921 as a unitary, residential university, with its own Halls of Residence. On partition it had to assume the additional functions of an affiliating university as all colleges, other than those at Dacca, were previously affiliated to Calcutta University which after partition could no longer claim jurisdiction over them.

(3) Sind University:

Sind University was established at Karachi early in 1947. It had hardly started when the partition took place, and in 1948 Karachi, the capital of Sind, was taken over by the Central Government as the federal capital. The University of Sind was moved to Hyderabad in May 1951, and continues to function as an affiliating University.

(4) Peshwar University:

Peshwar University was established in 1950. It is a teaching-residential-affiliating university.

(5) Karachi University:

Karachi is the youngest university in Pakistan, established in June 1951. It is intended to develop it into a unitary residential university with all the colleges in Karachi as its constituents, and a number of Halls of Residence directly under its control and supervision. While undergraduate teaching and research will be organized and conducted by the colleges, all postgraduate teaching and research will be organized and conducted by the university itself. 14/

IV. Teacher and Teacher Training Institutions

There are 88,697 teachers in primary schools, of whom 43,471 are untrained. In secondary schools, out of a total of 43,823 teachers, 24,076 are untrained.

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Training institutions for primary school teachers now total 125, with a present enrollment of 6,145 students. Of these, 16 institutions are for women, with an enrollment of 676. The total number of training institutions for secondary school teachers is 11, with an enrollment of 276. 15/

Of the primary teachers' training schools, only four can be considered even partially adequate; of the secondary, only two (at Lahore and at Dacca) have anything like adequate standards. 16/

#### V. Technical Education

Technical education in the Indian sub-continent has been greatly neglected. Its development was slow and insignificant, and it had little organic relationship with the general system of education. At the higher level of technical education, engineering colleges were controlled either by the Public Works Department, as in the case of the Punjab and Sind, or by the Education Department, as in the case of East Bengal.

There are at present three engineering colleges in Pakistan: The Punjab College of Engineering and Technology, Lahore; the N.E.D. Engineering College, Karachi, and the College of Engineering at Dacca.

The Punjab College of Engineering and Technology offers courses leading to degrees in civil, mechanical, and electrical engineering. Vocational training in mechanical and electrical engineering is also offered at Punjab College, leading to a diploma on a "sandwich" system by which 20 per cent of instruction is given in the college, and the rest in N. W. Railway Workshops.

The N. E. D. Engineering College prepares candidates for degrees in civil, mechanical, and electrical engineering; also in vocational training leading to the diploma in civil, mechanical, and electrical engineering.

The College of Engineering, of somewhat wider scope, offers courses leading to the degree in civil, mechanical, electrical, agricultural, textile, and chemical engineering.

In addition to the previously mentioned colleges, there are seven other institutions of a more vocational character, in which a diploma is awarded for satisfactory completion of a course of study. Among these colleges are included courses in a variety of subjects such as electro-mechanical and die press sheet metal works, commercial painting, modelling, blacksmithy, cabinet making, automobile engineering, weaving, dyeing and printing, machine buildings, ceramics. 17/

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VI. Commercial Education

Commercial education has relationship neither with the high school nor with the business world. The present system fails to meet the requirements of commerce. It is excessively theoretical in content, with standards of mediocre quality.

There are a number of private commercial schools which train students in shorthand, typewriting, and book-keeping, but they are without uniformity of sessions, scale of fees, or general academic requirements.

The only education for commerce presently available is at the Universities of Punjab, Sind, and Dacca, which offer courses leading to the university degree. Practical training is not provided as an essential part of any of these courses, except at the Hailey College of Commerce in Lahore, where possibility for such training is said to exist.

There are at present eight commercial schools in Pakistan with a total enrollment of 774 students, and three commercial colleges with a total enrollment of 614. 18/

VII. Art and Cultural Activities

The paucity of cultural institutions in Pakistan is reflected by the fact that in the entire country there is only one art gallery, four public museums, one science museum, 23 public libraries, and two colleges of fine arts. In addition, there are only twenty cultural centers in all of East Bengal. 19/

VIII. Overseas Scholarships

The Central Government has been promoting a scheme for overseas scholarships, but its scope is restricted to the immediate requirements of the Central and Provincial Governments.

In 1950 the Overseas Training Scheme Committee, appointed by the Education Division of the Central Government, broadened the scope of the scheme to include the requirements of universities, education departments, and private industry. The recommendations of the Committee are being examined by the Government, but requirements of educational institutions seem to have been drastically curtailed. Meanwhile the need for staffing these institutions with persons of high academic attainment is imperative, for on them rests the responsibility of training men and women capable of assuming responsible positions in government service, industry, banking, commerce,

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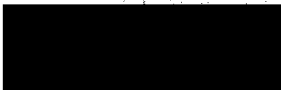
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and agriculture. Educational institutions can properly discharge this responsibility only if their standards of teaching are raised. 20/

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SOURCES

- 1/ Six-Year National Plan of Educational Development for Pakistan, (Part I),  
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- 11/ Six Year National Plan of Educational Development for Pakistan, (Part I),  
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Government of Pakistan Education Division, 1951.

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PART TWO

THE SIX-YEAR NATIONAL PLAN OF EDUCATIONAL  
DEVELOPMENT FOR PAKISTAN

I. General Description

1. History:

At the invitation of Fazlur Rahman, Pakistani Minister of Commerce, Education, and Economic Affairs, the Pakistan Educational Conference convened in November 1947 at Karachi for the purpose of laying down a basic policy for the development of the educational system of the new nation -- Pakistan. Chief among the recommendations made by the conference were: (1) the reorientation of education according to Islamic ideology, and (2) the establishment of Urdu as a replacement for English in the educational system.

Consequently the Provincial and Central Governments undertook to develop by experience a practical method of implementing the policy adopted at the Conference, and in July 1951, Fazlur Rahman called a conference of Provincial Education Ministers, Vice-Chancellors of Universities, and Directors of Public Instruction, for the purpose of determining how a detailed plan should be drawn up. The task of writing the proposed plan was entrusted to the Education Division of the Central Government, to which the provinces presented their needs and recommendations during succeeding months.

The plan was written almost solely by M. A. Hatif, Deputy-Secretary in the Education Division, who has since assumed the post of Director of Public Instruction in the Northwest Frontier Province. It represents what Fazlur Rahman wants the Central and Provincial Governments to do about education in Pakistan. It will not be submitted to the Constituent Assembly nor ratified by the provinces. However, in view of the powerful political position of the Minister in the Central Government, there seems little doubt that the Central Government's part in it will be approved. Support may also be expected from East Bengal, the Minister's native province, and from the Northwest Frontier Province (NWFP) where the author of the plan is now Director of Public Instruction. The Punjab is less certain, but no evidence of serious dissatisfaction can be discerned at the present. 1/

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B. Outlines:

The plan includes separate sections on 23 distinct fields. Among the most important are: (1) primary education; (2) secondary education; (3) teacher training; (4) higher education; and (5) encouragement of art and cultural activities.

The plan includes a long discussion of the financial and ideological implications involved, as well as the most detailed, current, and trustworthy statistics on education in Pakistan yet to be presented. 2/

C. Objectives:

The stated objectives of the plan are: (1) maximum development of primary education, (2) maximum development of adult education, (3) reorientation of the educational system on the basis of Islamic ideology, and (4) the establishment of Urdu as the national language, and therefore the medium of instruction on all levels. 3/

II. Public Reaction:

Press and public reaction to the plan has been generally favorable. The newspapers have presented it in a summarized form and the apparent emphasis on "Islamic reorientation," Urdu, and adult education, has been widely praised.

Some bitterness on the part of educators attending the conference, especially heads of Christian institutions, resulted from the fact that the plan had been drawn up in advance and was presented to the Conference as a fait accompli. It must be noted, however, that the plan was devised on the basis of provincial requests and recommendations, and one or two minor points to which objection was raised were referred back to working committees. In the opinion of a private American observer who was present at several of the conference meetings, (Dr. Schuyler Wallace of Columbia University), the plan was well received and the great majority of provincial educators appeared eager to carry it out. In addition, the Minister confided to Ray E. Lee, Public Affairs Officer, US Embassy, Karachi, that he has elaborate schemes for "selling" the plan to a wide audience and hopes to influence public opinion to force the provincial finance departments to carry it out. 4/

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### III. Plans for Higher Education

#### A. Emphasis:

The plan recognizes the urgent need for all-round improvement. Accordingly, emphasis is on a better and larger staff, on more schools and school buildings, on libraries, scientific equipment and hostels. Higher education will receive the country's third largest financial allocation a total of Rs. 211,942,607. 5/

#### B. Medium of Instruction

The mother dialect of the provinces, such as Pushtu, Sindhi, Bengali, and others, has already been established as the medium of instruction in secondary schools in the Punjab, NWFP, and Baluchistan. In the case of Sind and East Bengal where the native dialect remains the medium of instruction in the secondary schools, Urdu has been made a compulsory subject. The teacher Training College at Lahore has now adopted Urdu as the preferred medium of instruction, though classes are still given in English also. The Teacher Training College at Dacca is expected to follow the same pattern (with Bengali) shortly.

English remains the medium of instruction in the universities, though the Minister of Education has announced that "the question whether it should be replaced by Urdu in West Pakistan and Bengali in East Bengal and how long it would take to bring this change about are being considered by my Ministry."

A five year experiment whereby Urdu and English will be used conjointly as media of instruction in the Universities of Peshwar, the Punjab, and Karachi, commencing in 1952 is included in the Plan. However, Mr. Latif has recently revealed that this experiment is being conducted only in intermediate classes. This is significant inasmuch as the intermediate classes are shortly to be taken out of universities and placed in the secondary schools. 6/

#### C. Stages of Education

The Pakistani Educational Conference recommended that the full school course should comprise the following stages with the duration specified for each stage: pre-primary - 3 years, primary - 5 years, middle - 3 years, and secondary - 3 years.

In view of the impact of the proposal on university education, the Conference recommended that the duration of the secondary stage (3 years) should be referred to the Inter-University Board when it was set up.

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The Inter-University Board promptly concurred in the view submitted by the Conference that the existence of the "Intermediate" stage was anomalous, and agreed in principle that it should be eliminated by adding one year to the school stage and one year to the B.A. (under-graduate) class. The Advisory Board of Education accepted the recommendation of the Inter-University Board and suggested that "immediate steps should be taken to give effect to it so as to complete the change-over within six years at the maximum."

As it emerges from the recommendations of the Advisory Board of Education and the Inter-University Board, the program provides that the existing system of education is to be rearranged with 5 years in the primary stage, 6 years in the secondary stage, and 3 years in the under-graduate stage. 7/

D. Higher Education (Colleges):

It is proposed to establish during the six year period of the plan four intermediate colleges, six degree colleges, and ten hostels. Among these one intermediate college, three degree colleges and three of the hostels will be for women.

The total expenditure to be incurred on the improvement of existing colleges and hostels and the establishment of new ones is estimated at Rs. 40,085,865 of which Rs. 8,206,671 is recurring and Rs. 31,879,185 is non-recurring. 8/

C. Higher Education (Domestic Science and Arts):

Present advancement of the Domestic Science School in Lahore to college level, is being considered.

In Karachi provision is being made for the establishment in 1952-53, under the auspices of the All-Pakistan Women's Association, of a full-fledged College of Domestic Science and Arts which will impart instruction leading to a diploma to 120 girls, and instruction leading to a degree to 120 students. Ten seats are being set apart for post-graduate research students.

The East Bengal Government proposes to set up a Department of Domestic Science with capacity for 50 students in the Women's Training College at Dacca. Of these students, 25 will be trained up to the diploma level.

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Other provinces and states intend to utilize the facilities provided by the colleges at Lahore and Karachi.

The total cost involved in the establishment of new institutions and the improvement of existing ones during the period of the plan comes to Rs. 5,049,740 of which Rs. 1,392,500 is recurring and Rs. 3,657,240 is non-recurring. 9/

D. Higher Education (Universities)

University authorities are aware of the fact that the standard of teaching in the universities of Pakistan is generally low, that the universities are examination-ridden bodies, and that they have failed in discharging their fundamental function, viz., the promotion of research, both humanistic and scientific. A sign of this awareness is apparent in the provision they have made under the plan for adequate facilities for research.

The over-all cost of the development schemes of all the five universities comes to Rs. 154,047,457 of which Rs. 33,201,283 is recurring and Rs. 120,846,174 is non-recurring.

A general breakdown of the development schemes for universities follows:

(1) The University of Punjab:

The Punjab Government has appointed a University Commission which is carrying out a comprehensive investigation of the requirements of the Punjab with respect to higher education. Although the Commission has not as yet reported to the Government, and it is not possible to anticipate the Government's decision on the mission's report, it is likely that the Punjab will have one or two colleges in the mofussil (i.e. district or rural areas) which will ultimately develop into residential universities. The emergence of these universities will inevitably affect the scope of the Punjab University's present and future activities. At present all post-graduate teaching is confined to Lahore, which has almost reached the saturation point. The Government proposes to establish one such college within the next five years. No site has yet been selected, but the intention is to have the college in a healthful locality with a campus of about 500 acres. As the college is likely to be established in the second phase of the plan (1953-57), provision has been made for a total expenditure of Rs. 16,300,000 of which Rs. 10,400,000 is recurring and Rs. 5,900,000 is non-recurring.

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(2) Dacca University:

The Government of East Bengal is understood to be contemplating the establishment of two affiliating universities which will enable Dacca University to revert to its original character. It has submitted its plans for development schemes for 1951-57 on the assumption that the new universities, when established, will not affect the scope of its activities as a residential teaching university. These schemes involve a total expenditure of Rs. 17,348,980 of which Rs. 4,620,230 is recurring and Rs. 12,728,750 is non-recurring.

(3) Sind University:

The development schemes for 1951-57 submitted by Sind University indicate that it proposes to establish teaching-cum-research departments in a number of subjects. The total cost of these schemes is Rs. 29,223,218 of which Rs. 6,995,840 is recurring and Rs. 22,267,050 is non-recurring.

(4) Peshwar University:

The development schemes for 1951-57 submitted by Peshwar University aim at establishing a number of teaching-cum-research departments and a College of Electrical and Mechanical Engineering. The total expenditure involved in these schemes is Rs. 12,570,201 of which Rs. 2,734,201 is recurring and Rs. 9,836,000 is non-recurring.

(5) Karachi University:

The total expenditure involved on the development schemes submitted by the University of Karachi amounts to Rs. 67,166,638 of which Rs. 11,908,638 is recurring and Rs. 55,258,000 is non-recurring. 10/

IV. Plans for Teachers, Administrators, and Teacher Training Institutions:

A. Local Training:

The plan proposes the establishment of 101 training institutions for primary school teachers (men and women) with a total capacity of 11,220, and 26 training institutions for secondary school teachers (men and women) with a total capacity of 2,350.

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The total cost on the establishment of new training institutions as well as the improvement of existing ones comes to Rs. 52,496,316 of which Rs. 28,754,016 is recurring and Rs. 23,742,300 is non-recurring.

This plan also proposes a three-month comprehensive refresher course for all provinces and states for the purpose of retraining and reorienting teachers already serving in schools. For this end it is proposed to establish 261 centers for refresher courses, which will train approximately 30,000 teachers (men and women). The total cost involved is Rs. 1,812,210 of which Rs. 481,120 is recurring and Rs. 1,331,090 is non-recurring. 11/

It is doubtful if this expansion will supply the number of teachers needed for the enlarged primary and secondary systems, and it is in this field that outside help appears to be most needed. It should be remarked that graduates of the existing schools go almost immediately into supervisory posts because of the extremely low level of education of the teachers as a whole. 12/

#### B. Overseas Training:

Since there is a large number of teachers and administrators throughout the educational system in need of improving their qualifications and experience, the plan proposes to send them in convenient batches to countries where they could specialize in their special fields of study, or in intensive training methods of educational administration and organization. The plan provides for study in foreign countries by 264 persons. The total cost involved in their training amounts to Rs. 1,962,500. 13/

#### V. Plans for Technical Education

There is a very real interest in and a need for development of technical education in Pakistan. The appropriation planned for development of technical education is the fourth largest item in the budget. This project will probably receive a high priority in execution, because of the imperative need for a "middle class" of technicians which cannot be filled by sending trainees overseas. 14/

A committee of experts, appointed by the Council of Technical Education, has made the following recommendations concerning technical education in higher institutions:

- (1) Courses in the existing colleges should be standardized and their duration should be three years, followed by one year's compulsory practical training. Honors courses should also be

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introduced, to which meritorious graduates in engineering only should be admitted. In addition, a one year course in a specialized subject in Engineering should be introduced, to which graduates completing the three year degree course should be admitted.

(2) In order to produce a supervisory personnel for industry, polytechnic schools should be established -- one in Karachi, one in East Bengal, and one elsewhere in West Pakistan.

Under the present plan it is proposed to open 20 technical high schools with a total capacity of 5,430 students; 7 "composite" ("comprehensive") schools with a total capacity of 1,770 students; 2 Polytechnics with a total capacity of 2,250; and 2 engineering colleges, of which the one to be established in the Punjab will have a capacity of 480 students. The total cost involved in the establishment of these new institutions and the improvement of existing ones comes to Rs. 75,222,390 of which Rs. 22,082,381 is recurring and Rs. 53,140,009 is non-recurring. 15/

#### VI. Plans for Commercial Education

The Commercial Education Committee, appointed by the Education Division in the Central Government, has made the following recommendations in its interim report:

(1) Commercial courses should be introduced in the secondary stage of education, during the last three years.

(2) For the present, three first-grade institutes of commerce should be established at Karachi, Lahore, and Chittagong. These institutes would combine vocational education in commerce with vocational training, and provide a three year diploma course to which students completing the secondary stage of education should be admitted.

(3) For such students as have passed the secondary school examination and do not desire higher education, a one-year certificate course in commerce should be instituted.

(4) The function of the universities with respect to commercial education should be to equip students with economic theory, and its application in fields such as banking, trade, insurance, and marketing.

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(5) Every effort should be made to induce the commercial firms in the country to provide training facilities for students.

(6) Every effort should be made to provide part-time courses for persons employed in commercial concerns. Such part-time courses should also be provided to prepare candidates for professional examinations.

The plan proposes to establish 12 commercial schools with a total capacity of 4,420 students, and one institute of commerce at Karachi with a total capacity of 350 students.

The total cost involved in the establishment of new institutions and the improvement of existing ones comes to Rs. 18,106,325 of which Rs. 6,043,389 is recurring and Rs. 12,062,936 is non-recurring. 16/

#### VII. Plans for Art and Cultural Activities

The plan proposes to establish, during the period 1951-57, 4 art galleries, 26 cultural centers, 3 public museums, 3 science museums, 2 colleges of fine arts, and 524 public libraries. The total cost involved in the establishment of these new institutions and the improvement of existing ones is Rs. 53,063,990, of which Rs. 7,630,900 is recurring and Rs. 45,433,090 is non-recurring. 17/

#### VIII. Plans for Overseas Scholarships

This plan proposes to establish a large number of scholarships (viz. 372) for study abroad in natural and social sciences, the humanities, technology, and education, at total cost of Rs. 5,503,000. A provision of Rs. 469,500 has also been made for scholarships for higher studies in Pakistan in the case of students belonging to Baluchistan and the tribal areas of the NWFP. 18/

#### IX. Ideology

Plans for "reorientation along the lines of Islamic ideology" are left rather vague. Several academies and institutes are to be set up, but few really specific ideas for giving a primary Islamic slant to education are contained in the plan. It appears that the structural changes which will result from the plan will be far greater than the philosophic ones. At present, there seems little reason to expect a wide-spread or militant return to orthodoxy, or to a conservative reaction. 19/

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The relative importance of the most significant fields described above can be seen in the amounts projected for them out of the entire sum of 1,153,900,515 rupees:


(1) Primary Education	Rs. 425,494,499
(2) Secondary Education	227,945,788
(3) Higher Education (all types)	211,942,607
(4) Technical Education	75,222,390
(5) Art and Cultural Activities	53,063,990
(6) Teacher Training	52,496,316

It must be noted that these figures in each case represent a total estimate for what both the Center and the provinces propose, and that no real breakdown as to how much will be raised by the provinces, how much will be given by the Center, and how much can be expected from private sources, has been made as yet. 20/

XI. Comment and Conclusion

It is impossible to estimate at present the prospects for successful completion of the plan. There is little doubt, however, that if a system of financing can be worked out, most of the projects will be executed. The Ministry of Education is solidly behind the plan and has taken great care to present it in the most attractive way possible.

If the Scheme is executed substantially as it stands, a very basic reorganization will have taken place in Pakistan and some much needed additions and shifts in emphasis will have been made. In brief, a good, sound, and progressive system will have been established and tailored to the specific needs of the country. 21/

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- 1/ State Despatch No. 743, 22 Dec 51, CONFIDENTIAL.
- 2/ Ibid
- 3/ Ibid
- 4/ Ibid
- 5/ Six-Year National Plan of Educational Development for Pakistan,  
(Part I), Government of Pakistan Education Division, 1951.
- 6/ State Despatch No. 743, 22 Dec 51, CONFIDENTIAL.
- 7/ Six-Year National Plan of Educational Development for Pakistan,  
(Part I), Government of Pakistan Education Division, 1951.
- 8/ Ibid
- 9/ Ibid
- 10/ Ibid
- 11/ Ibid
- 12/ State Despatch No. 743, 22 Dec 51, CONFIDENTIAL.
- 13/ Six-Year National Plan of Educational Development for Pakistan,  
(Part I), Government of Pakistan Education Division, 1951.
- 14/ State Despatch No. 743, 22 Dec. 51, CONFIDENTIAL.
- 15/ Six-Year National Plan of Educational Development for Pakistan,  
(Part I), Government of Pakistan Education Division, 1951.
- 16/ Ibid
- 17/ Ibid
- 18/ Ibid
- 19/ State Despatch No. 743, 22 Dec 51, CONFIDENTIAL.
- 20/ Ibid
- 21/ Ibid

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PART III

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